DOCUMENT RESUME

ED 405 240 SO 025 971

AUTHOR Rhyan, Dawn M.
TITLE An Art Mentorship Program for Behavioral Intervention of Fifth Grade Students.
PUB DATE Feb 95
NOTE 81p.; M.S. Final Report, Nova Southeastern University.
PUB TYPE Reports - Descriptive (141) -- Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Art Education; Attitudes; *Behavior Change; Classroom Techniques; Discipline Problems; Elementary Education; Grade 5; Intermediate Grades; *Mentors; Public Schools; *Student Behavior

ABSTRACT

This document describes an art mentorship program that was developed and implemented by an experienced art teacher as behavioral intervention for deviant fifth grade students. A target group of nine fifth grade public elementary school students was established for this practicum. Each targeted student mentor was paired with a primary special education student in the art setting. The program's objectives were to increase positive verbal interaction and cooperative interaction by 80%, to decrease office referrals by 80%, and to increase positive statements by 80%. To attain these goals, strategies included cooperative learning and leadership skills combined with one-on-one peer teaching in an art setting. Three evaluation instruments were employed to record the results of the strategies. These include three, 4-week interval teacher monthly observation checklists, student discipline office referral records, and a pre and post student attitudinal survey. Evaluation results indicated the target group dramatically improved in all areas, thus all program objectives were met. The results confirmed that an art mentorship program can benefit all students. Appendices provide copies of the teacher observation monthly checklist, student attitudinal survey, parent/guardian information letter, mentor log form, and mentor contract of commitment. (Author/DR)

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ED 405 240

AN ART MENTORSHIP PROGRAM FOR BEHAVIORAL INTERVENTION OF FIFTH GRADE STUDENTS

by

Dawn M. Rhyan

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A Final Report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science

The abstract of this report may be placed in the University database system for reference.

February, 1995

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Abstract

An Art Mentorship Program for Behavioral Intervention of Fifth Grade Students. Rhyan, Dawn M., 1995. Practicum Report, Nova Southeastern University, Fischler Center for the Advancement of Education.
Descriptors: Art/Mentors/Fifth Grade Students/Elementary Students/Peer Teaching/Cooperative Interaction/Student Attitudes/Behavior Intervention.

This document describes an art mentorship program that was developed and implemented by an experienced art teacher for behavioral intervention of deviant fifth grade students. A target group of nine fifth grade public elementary school students was established for this practicum. Each targeted student mentor was paired with a primary special education student in an art setting. The program's objectives were to increase positive verbal interaction and cooperative interaction by 80%, to decrease office referrals by 80%, and to increase positive statements by 80%. To attain these goals, strategies included cooperative learning and leadership skills combined with one-on-one peer teaching in an art setting. Three evaluation instruments were employed to record the results of the strategies. These included three, four week interval teacher monthly observation checklists, student discipline office referral records, and a pre and post student attitudinal survey. Evaluation results indicated the target group dramatically improved in all areas, thus all program objectives were met. The results also confirmed that an art mentorship program can benefit all students. Appendices provide copies of the teacher observation monthly checklist, student attitudinal survey, parent/guardian information letter, mentor log form, and mentor contract of commitment.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Dawn M. Rhyan

student's signature

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CHAPTER I

Purpose

Background

The site of the public elementary school involved in this practicum is located in the southeastern region of the United States. It was established in 1952, and serves students in seven grade levels, which range from pre-kindergarten to fifth grade.

The professional staff at site elementary school is composed of 46 teachers. Twenty-two of the 46 teachers serve kindergarten through fifth grade, 16 serve special education, and four specialists serve art, music, and physical education. The administrators at the site school include a principal and an assistant principal. The services of a school psychologist, social worker, behavioral specialist, school nurse, school resource officer, and occupational therapist are also available as student needs dictate. Additional support personnel include 16 teacher assistants, three office personnel, five providing food services, and five custodial staff.

The school has approximately 630 students which includes

those enrolled in special education. Most of the students walk to school from the neighborhood, while 260 students are bussed from satellite zones.

The ethnic population of this low socioeconomic target school includes 71 percent white non-Hispanic, 26 percent black, and three percent other. The mobility rate is 49 percent. It is also noted that 67 percent of the students are eligible for free or reduced-price breakfast and lunch daily.

Of the 630 students, 42 percent are enrolled in special education. This program consists of 14 percent moderately to severely handicapped, 24 percent mildly handicapped, and two percent gifted. Ten percent of the students are in a resource Specific Learning Disabilities (SLD) class while 14 percent receive the services of the school speech therapist.

Two multi-age classes and an early success program (ESP) have recently been added to the site school. The multi-age classes are comprised of first and second grade students working cooperatively throughout the day. The ESP program provides accelerated reading for eight low-achieving first graders. Each student is tutored one-on-one until such time as the appropriate reading level has been reached.

All students at the site school participate in physical education classes for 30 minutes daily. Also, kindergarten through fifth grade students attend art classes for 40 minutes

and music classes for 30 minutes once a week. However, pre-kindergarten classes do not have art and music at this time.

Created by the input of the faculty as well as the administration, a school philosophy was developed to meet the needs of the students. This philosophy that provides an educational climate where all students can learn and succeed is the site school's goal. In order to support this educational plan, three school improvement teams (SIT) have been created: academic improvement, cooperative interaction, and parent involvement.

In addition, several programs have been established to enhance the philosophy. These include safety patrol, library aides, student council, and classroom volunteers. The school advisory council, comprised of teachers, parents, and business representatives of the neighboring area, keeps the local community informed of school activities and needs.

In addition, there is a cultural literacy program which has been created and implemented by both the art and music teachers. The main emphasis of this program is designed to develop an awareness, knowledge, and appreciation of selected artists' and musicians'.

Writer's Role and Responsibilities

The writer is a kindergarten through twelfth grade certified art teacher and has been at the site for seven years.

She holds the chair positions of budget committee and supplemental pilot program. She is also a member of the Cooperative Interaction School Improvement Team (CISIT), Parent Teacher Association (PTA), multicultural committee, and art director for school musical presentations.

The writer holds a Bachelor's Degree in Art Education and is certified by the Department of Education. Presently she teaches art to students in kindergarten through fifth grade, including three educable mentally handicapped classes and two emotionally handicapped classes.

At the site school, the writer has had great influence on all the students taught. However, the most behaviorally challenged students were those with which this writer has had the greatest success. It has been noted by many site teachers and the administration that the writer was particularly successful in reaching the behaviorally challenged students.

The site art room offered all students an environment in which all could accept themselves and be free to express their individual ideas. Rich exposure to a wide variety of experiences also encouraged curiosity and exploration in a safe environment.

Through the use of the art medium, each child was taught how to express their own creative ability. The writer stressed that there were no right or wrong solutions while discovering

art. This empowered students to have control over their work and slowly allowed them to gain confidence in themselves and their abilities.

The art work produced by the entire student body, including the behaviorally challenged students, was given weekly recognition by art displays in the classrooms, media center, and the school administration offices. This exposure not only produced needed recognition but also feelings of importance for them. Judging by positive student reaction to their displayed art work, the writer was assured this was an important facet of student achievement.

Problem Statement

As evidenced by the media throughout communities at large, there has been an escalating and disturbing trend in undesirable juvenile behavior. This trend is nowhere more evident than within the confines of the nation's schools. Classroom teachers have attested to the fact that negative student behavior has been a continuing source of frustration for everyone in the school setting.

The daily challenges that have confronted the targeted elementary school administrators, faculty, and staff, were frequently a result of negative student behavior. Concerned with this trend, it was the desire of this writer to positively influence the visible deterioration of student behavior at the

site school.

In a greater portion of the students at the site school, the writer had observed a lack of positive self-image as well as a genuine disrespect for authority. In addition, the writer had also observed a trend of apathetic and defiant attitudes, specifically in many of the targeted fifth grade students.

The present behavior was unacceptable within the site school setting. In addition, the writer felt that the older students had an obligation to the younger students to set examples in modeling good behavior. Because of the problems facing the school administration and staff, this writer selected nine behaviorally challenged fifth grade students as the target group for this practicum.

These nine targeted students, ranging in age from 10 to 12 years, were lacking in social skills and emotional maturity as evidenced by the classroom teacher's grade book and parent/teacher conference logs. Additionally, three of the nine targeted students were enrolled in a resource Specific Learning Disabilities (SLD) class which met daily. In addition, one student received the services of the school speech therapist. All targeted students exhibited non-conforming behaviors and had logged a total of 13 disciplinary referrals for the last 12-weeks of the 1993-1994 school year.

The writer gathered additional documentation of

unacceptable student behavior upon perusal of the 1993-1994 school discipline records. Tallied records revealed that the administrative staff handled 366 referrals, kindergarten through fifth grade. Specifically, during the last 12 weeks of school, a total of 121 referrals was logged. Records further revealed that defiance and fighting were the two most documented causes for student office referrals.

In order to discover causes of non-conforming student behavior, the writer polled the three target fifth grade teachers at site school. Through an administered needs assessment created by the writer (Appendix A, p. 57), these teachers corroborated the fact that defiance and fighting were the major causes of students' inability to succeed in the classroom. It was further assessed that these students did not possess necessary skills for successfully interacting with other students.

The three tallied teachers needs assessments also revealed that student frustration often led to anger as well as low self-esteem. It was also noted that many students appeared to lack the confidence necessary to reach higher levels of achievement and often sought attention through negative means. These negative attitudes, as well as unsuccessful class work endeavors, might well have been the cause for open displays of defiance and fighting as stated by all three

participating teachers.

Not only have end of year student report cards indicated a decline in academic performance, but a lack of motivation has also been noted throughout the school. These issues have been repeatedly addressed on both student interim progress reports and quarterly issued student report cards.

Students had also been observed by administration and staff as demonstrating a lack of respect for the established school rules as well as the classroom code of conduct. A portion of these students, apathetic in attitude, have resorted to overt defiance toward authority figures as well as disrespect and violence toward one another.

Defiant attitudes directed toward authority figures as observed by the writer have included a lack of respect for authority, refusal to work or follow directions, using vulgar slurs while addressing teachers, leaving the classroom without permission, and other disruptive classroom activities. Also observed were defiant attitudes manifested student upon student. These included directing vulgar slurs toward classmates as well as their family members, writing vulgar notes, performing physical acts of aggression, purposefully squirting condiments in the school cafeteria, spitting on and tripping one another, blowing nose in another's hair, stealing and cursing. Other acts of aggression included inappropriate

touching and threatening bodily harm to other students.

Upon further examination of the office records of the nine targeted students, the writer tallied the number of in-school suspensions, out-of-school suspensions, office time-outs and office detentions. For the remaining 60 days of the 1993-1994 school year, the total days absent of the nine referred students due to office mandated punitive-action equalled 20 missed school days of the 60-day period. Because of the students repeated inappropriate behavior, high referral rate, and mandated absenteeism, students were subsequently not successful in school endeavors. Neither were they able to gain the social skills necessary to maintain positive healthy relationships.

According to the site administrator (Lively, 1994), in any given 12-week interval, ideally there should have been no more than three disciplinary office referrals for these nine targeted students. Therefore, a discrepancy existed between the current referral rate of 13 and the desired target of three. From the above findings, the writer had concluded there is a definite remediation need for at least seven of the nine targeted students.

Concerned with the increasing manifested negative behaviors of the students, the writer had made efforts to alleviate tensions in an art setting. The writer's classroom

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was a constant celebration of imagination and personal interpretation. Extensive opportunities were provided for their minds to grow. Eisner (1992) stated the mind is a form of cultural achievement and the arts have contributed to the educational development of students.

Students followed certain expected behaviors and attitudes in the writer's art classroom. They learned everything tried once was a correct response, thus failure was not an option. The arts have helped students find their individual capacity to feel and imagine. Human development was formed by two major contributions, expression and discovery (Eisner, 1992).

The writer gently persuaded each student to be an active learner, to work as collaborators, and to pursue higher levels of achievement. The arts developed such skills. Also gained from the art classes were a positive sense of self-esteem, refined judgment, and the courage to act on one's own beliefs (Perrin, 1994). The arts were not merely pleasant diversions from academic basics. They developed the thinking and imaginative abilities of students as they explored and learned about their world (Sautter, 1994).

Finally, the writer used art to enhance each student's self-esteem to the extent that students felt good about themselves if only for a 40-minute period. The writer made great strides to ensure learning was fun. Once these students, who were

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experiencing difficulty in school relax, they began to discover and appreciate their strengths.

Outcome Objectives

The goal of this writer was to enable students to acquire self-management skills in improving interaction with one another as well as with authority figures within the site school setting. This in turn would reduce the number of office referrals generated for inappropriate behavior. The writer expected to affect positive changes in the targeted fifth grade population which motivated these students to succeed in their interpersonal relationships.

The specific objectives outlined for the targeted fifth grade students were as follows:

1. Upon completion of the 12-week practicum, the target group will increase positive verbal interactions by 80% as measured by classroom teachers' monthly observation checklists.

2. Upon completion of the 12-week practicum, the target group will increase cooperative interactions by 80% as also measured by classroom teachers' monthly observation checklists.

3. Upon completion of the 12-week practicum, an 80% decrease in office referrals will be experienced by the nine targeted students, as measured by the student office

discipline records.

4. Upon completion of the 12-week practicum, the target group will demonstrate an increase in positive statements as measured by an 80% increase by the scores tabulated on the pre- and post- student attitudinal survey.

During the 12-week period, participating fifth grade teachers involved in this practicum were asked to complete a monthly observation checklist (Appendix B, p. 61) created by the writer. The checklist included four areas necessary for developing improved social skills. These included communication skills, interacting skills, cooperation skills, and conflict resolution skills.

The first objective measured was the gain in observable positive verbal interactions. Involved fifth grade teachers scored students using the checklist (Appendix B, p. 61) to determine if at least 80% of the targeted students were engaged in positive interactions. They specifically observed and recorded if students were working cooperatively, without arguing or fighting. It was also noted whether the students were responding positively or negatively to suggestions of teachers or other authority figures.

As involved teachers continued to observe the students during regular classroom activities, the second objective was also measured on the above checklist (Appendix B, p. 61). This

checklist specifically identified whether at least 80% of the students worked cooperatively.

Student discipline office records were used to determine if the third objective was met. The writer used the records of the targeted fifth grade students to determine whether there had been at least an 80% decline in office referrals.

The fourth objective was measured by a student attitudinal survey. This was in the form of a pre and post test created by the writer (Appendix C, p. 64). This determined whether the student activities developed for this practicum was beneficial in improving at least 80% of the targeted students self-esteem and socialization skills. This instrument facilitated comparison of the same students, prior to program implementation and reevaluation after intervention had been implemented.

During implementation, teacher checklists were tabulated monthly by the writer to ascertain whether each objective was being addressed. The results of these checklists were recorded monthly. At the conclusion of this practicum, a final tabulation of monthly scores was recorded for comparison and will be shared with participating teachers.

In addition to the teacher checklist, the pre and post student attitudinal survey was also compared to determine whether student activities were appropriate. The results

indicated any changes in student attitudes, and served to measure the success of the practicum. All findings were shared with participating teachers.

CHAPTER II

Research and Planned Solution Strategy

Researchers and educators alike have had an on-going interest in the area of student behavior. Revealingly, a correlation had been found to exist between student behavior, self-esteem, and academic achievement. Indepth studies have revealed negative student behavior and low self-esteem can visibly translated into poor attendance, frequent office referrals, disrespect, and poor achievement (White-Hood, 1993, Cochran, 1993).

One study developed intervention strategies to promote positive social behaviors. Research by Battistich et al. (1990) introduced an intensive and comprehensive school-based intervention program called The Child Development Project (CDP).

Three surburban elementary schools were chosen to be the program group in the CDP. Three additional schools were also chosen to be the comparison group. All schools were equal in family socioeconomic status (SES), size, student achievement, and teacher interest.

This seven-year longitudinal study involved students

entering kindergarten and was completed upon exiting sixth grade. The program, designed to promote the development of peer relations and social adjustment, consisted of four integral components. These included 1) developmental discipline, which fostered self-control, 2) cooperative activities, in which small group settings worked together on academic and non-academic tasks, 3) prosocial action opportunities which involved older students helping the younger children, and 4) prosocial value activities in which interpersonal understanding and sensitivity concerns were promoted during class meetings.

Data were collected in the spring of each year from the third, fourth, fifth, and sixth grade students, including both the comparison and the program group. Measures of peer acceptance and social adjustment were taken from sociometric assessments at the third and fifth grades. Questionnaires from the fourth, fifth, and sixth grades were also administered and included measures of self-esteem, liking of school, social competence, popularity, and social anxiety (Battistich et al., 1990).

The results of this study varied among grade levels. Third grade peer acceptance was significantly higher at the program school than the comparison school. On the scores of friendship choices and behavioral nominations, the program fifth grade

students scored higher than comparison fifth grade students. The self-report measures of personal and social adjustment at the fourth and fifth grade levels showed no significant program effects, but a significant effect was noted at the sixth grade. Program students felt less lonely and socially anxious at the sixth grade level.

In conclusion, the program was able to provide evidence that the CDP intervention program had significant positive effect on children's peer relationships and social adjustment (Battistich et al., 1990). These findings may well be attributed to the program's approach to cooperative learning.

Kakas (1991) studied a group of 54 fifth grade students randomly selected from nine classrooms in three elementary schools. These were then regrouped to comprise nine groups of six students each.

This study examined the effects of three forms of teacher feedback (minimal, questioning, and directive) on fifth grade students' learning as manifested in a series of six video and audio-taped drawing lessons. All groups were given a 60 minute art lesson weekly for six weeks.

Each group then received one type of teacher feedback. Minimal teacher feedback groups received instruction only in the art-making process and nonspecific feedback to encourage their own decision making. Whereas, in questioning teacher

feedback, Kakas (1991) used a series of questions to encourage students' reflections about their work. In addition, concrete praise was also used. Directive-feedback subjects received questions, suggestions, explanations, and requests. These students received assistance as required or needed.

Findings of this study indicated that a correlation existed among peer conversations, interaction with the researcher, and the type of feedback method received (Kakas, 1991). Sixteen categories of peer interactions and nine types of communication to the researcher were gathered, categorized, and tallied by Kakas (1991). However, possible variables of classroom teachers' attitudes and the composition of the groups may have affected the results of the study.

In summary, the minimal-feedback group, showed only an 11 percent interaction with the researcher. Student-to-student conversations dominated as they enlisted supportive comments, feedback, and assistance from each other. In contrast, the questioning feedback group showed a 33 percent interaction increase with the researcher. However, less peer teaching occurred. The final method of teacher-group feedback, that of directive, resulted in highly verbal interactions between both peers and researcher. It was also noted that this group interacted with the researcher more often than the other two (Kakas, 1991).

The Positive Impact Program (PIP), created by Cobbs and McCallum (1992) focused on addressing the needs of young black males who exhibited at-risk behaviors. These included low self-esteem, lack of motivation, poor academic record, chronic disciplinary problems, poor school attendance, poor hygiene, poor social skills, and disrespect for authority.

PIP chose six areas of concern to focus upon for the at-risk males, which included teen pregnancy, suicide, gangs, Acquired Immune Deficiency Syndrome (AIDS), sexually transmitted diseases (STD), and failure to acquire a high school diploma. Strong parental and community involvement prevailed as guest speakers were secured to cover all areas of concern. Pastors, police programs, judges, as well as other motivational speakers, were called upon for additional support.

Objectives of PIP included providing positive role-models, emotional support, the enhancement of self-esteem and motivation, and fostering awareness of cultural heritage. These program objectives were achieved by the enlistment of 16 black males, whose ages were not stated in the study. They served as role-models/advisors for referred black males, exhibiting the above at-risk characteristics, in kindergarten through eighth grade.

Each mentor/advisor met with his group of four to 16 boys weekly (total sample size was not disclosed) to discuss

the objectives of PIP and any concerns the boys might have. All groups met together once or twice monthly for additional interaction. The only conclusion drawn concerning the Positive Impact Program indicated that all but one of the boys had demonstrated improvement in attitude and performance (Cobbs & McCallum, 1992).

A Maryland middle school discovered that their African-American students were experiencing roadblocks which prevented them from achieving. Contributing to the student negative attitudes were numerous out-of-school suspensions and office referrals as well as poor home situations (White-Hood, 1993). As a result, a mentoring program was instituted to provide a support structure for these students.

This mentoring program targeted a group of 35 African-Americans who were identified by the site teachers as academically or behaviorally troubled. Involved in this program were not only the teachers at the site but many community members as well. All mentors were appropriately trained to employ many teaching strategies for improving the character of the targeted students as well as empowering them.

To form a student support structure at the site student-mentor teams were formed. Mentors tutored their students when needed. When additional support was necessary mentors

sat in class or attended physical education classes with their students. The result of adult attention was found to help strengthen character, improve racial harmony, promote social change, and assure a total quality education for all (White-Hood, 1993).

This mentoring program yielded numerous positive results in boosted self-esteem. In addition, students developed the social skills necessary for communication, conflict management, as well as developing concern for others. Because of the program success, it was later opened to everyone within the school who desired additional support.

Because of the involvement with the community, it was also found that students were able to focus toward future career goals. Bonding was such that several of the mentors even followed their students through their high school years. Upon successful completion of the mentor program "Success for all", it was then implemented in five neighboring schools.

Cochran (1993) studied low-achieving African-American males with behavioral disorders to determine if they could effectively serve as cross-age tutors. Also studied were the effects on the academic performance of the tutors.

Sixteen African-American students with behavioral disorders were chosen for the target group. Eight were selected from the second grade and eight from the fifth grade.

Each had learning problems and interpersonal difficulties. Also, they often displayed inappropriate behavior including excessive motion, noncompliance toward adult direction, aggression toward adults and peers, and being off task.

In compiling the actual tutoring group, four low-achieving second graders as well as four low-achieving fifth graders were selected. The comparison group also consisted of four second graders and four fifth graders. It was noted that both the tutoring group and the comparison group had similar reading performance and behavioral levels.

The tutors were trained for five days prior to the onset of the cross-age tutoring program. During this period they were instructed in delivering praise statements and reinforcement strategies as well as how the tutoring program was to be managed.

The thrust of this cross-age tutoring program was aimed at vocabulary building through the use of tutored sight words. Each group met at two time periods with two participating pairs, each sitting 10 feet away to avoid distractions among these behaviorally disordered students. The duration of the program was eight weeks and consisted of 32 sessions.

Upon program exit the participants reported enjoying the tutoring experience. All made progress in their school work and did, in fact, improve their interpersonal relationships.

Also, when asked should this program be repeated, all acknowledged they would participate.

Specific gains made by the tutees included an increase in social skills, a decline in problem behavior, and an increase in academic competence. Knowledge of sight words increased in the tutees as well as an increase in the percentages of new words learned when compared to the comparison group (Cochran, 1993).

The tutors experienced many positive gains. These included helping them understand the needs of others, helping them notice other's good features, and helping them understand the way others act. Teachers, as well, noticed the tutors had developed more positive attitudes toward their school work. A noticeable increase in confidence and self-esteem was also observed (Cochran, 1993).

A cross-age tutoring program instituted by Raschke (1988), was to determine whether this type of student-team would foster positive attitudes in both tutor and tutee alike. This study was designed to identify significant differences in attitudes toward older students between tutored kindergarten students and non-tutored kindergarten students.

Four kindergarten classes and 20 sixth grade students were involved in this cross-age tutoring program. Of the four kindergarten classes, the two classes that had a less positive

attitude toward older students were chosen to be the tutored group, while the other two became the control group.

This cross-age tutoring program lasting six months employed one-on-one tutoring for one hour weekly. The tutors gave their tutees academic and motivational assistance in addition to encouraging them to strive to their potential. Empathy, understanding, mutual regard, and friendships for the tutees developed as the program progressed (Raschke, 1988).

Four different student interaction methods were employed during this program. These methods included activities initiated by a sixth grader, activities provided by a sixth grader, activities initiated by a kindergartner, and activities provided by a kindergartner (Raschke, 1988).

Reported findings of the cross-age tutoring program stated that the tutored group of kindergarten students reflected a more positive growth in attitude toward older students than the non-tutored group (Raschke, 1988). Both affective and social relationships that developed as a result of the tutoring process yielded a number of positive effective outcomes for the tutee (Raschke, 1988). These outcomes included improved academic competence, increased confidence, and positive change in values, beliefs, and attitudes. Also, at the conclusion of the program, it was noted that the tutee saw the older student as facilitating rather than intimidating.

Another cross-age peer tutoring program was developed and implemented by Cotton (1988). The program's first year was designed to enhance student learning. It targeted fifth and sixth grade students as tutors, and first through third grade students as tutees.

With the completion of the first year, the cross-age tutoring program was restructured, thus creating year two's inception of "Help One Student To Succeed" (HOSTS) (Cotton, 1988). In addition to the students, parents and community members were also recruited as tutors. This reduced the number of fifth and sixth grade tutors and their resulting class absenteeism which had been a major objection to the first year program.

The successful HOSTS program was further developed and continued its cross-age peer tutoring a third year. The thrust of this program specifically involved reading skills and utilized 12 first grade students and their 12 fifth and sixth grade paired tutors. In preparation for the actual tutoring, each tutor acquired methods of praise delivery and encouragement.

Remediation occurred twice weekly for 25 minutes per session. When necessary, tutors also met with their tutees during lunch and recess. Further, each cross-age pair met monthly with the reading specialist to discuss issues

concerning the program. Moreover, each pair was closely monitored to make sure learning had taken place.

Peer tutoring through cross-age was designed to enhance learning. Indicated results revealed all positive data concerning this program (Cotton, 1988). All interactions that took place between students and their teachers were also recorded as positive, as demonstrated by the increased levels of positive interactions (Cotton, 1988).

In order to further enrich art education, Thurston (1994) created an experimental cross-age tutoring program that was instituted within an art setting. The student team (sample size not given), consisted of high school students who expressed a desire to work with younger children. These high school students were from advanced art classes.

This student team participated in training sessions and was coached prior to delivering each lesson. They taught elementary students in 16 classrooms on a bi-weekly basis for one year. Each student-team alternated presenting art lessons to the elementary students and upon completion of each lesson, an evaluation form was logged by each student team.

The results of this unique cross-age tutoring program were greater than what just one teacher could provide, as all children received a greater understanding of themselves (Thurston, 1994). The tutors specifically made vital

contributions to the younger students as well as increasing their understanding of art. This, in turn, gave them an opportunity to grow as useful citizens (Thurston, 1994).

Tribal Rhythms, an interdisciplinary educational arts program of Cooperative Artist Institute in Massachusetts, was designed to help schools deal with the continuing problems facing today's children. These problems included low self-esteem, family fragmentation, social and racial isolation, and deteriorating academic achievement (Beckwith et al., 1991).

This unique arts program consisted of four professional artists, two of whom had previously been classroom teachers. This powerful and effective program reached over 1,000 public and private schools in Massachusetts and was individualized to meet the needs of each school.

By using the tribal theme, the foursome tied history, science, technology, social studies, language, and physical and social development into a real-life context (Beckwith et al., 1991). The Tribal Rhythm foursome performance-based program ranged from a one-day to an in-depth three-year activity.

Tribal Rhythms capitalized on teaching children to be critical thinkers and creative problem solvers. Specific recorded strides in students included increased self-esteem and self-expression, and the newly felt need for affiliation.

Through the art medium and this new teaching approach, success proved to be forthcoming. By using art as a "tool", behaviors have often been changed and tensions have been healed (Beckwith et al., 1991).

As a result of this program, Tribal Rhythms helped educators create socially-inclusive learning environments that stressed mutual respect and leadership. This in turn helped students achieve academically. In addition, self-expression emerged as creative abilities were stressed.

Morrison and Smith (1991) created an experimental summer art class in which 12 high school students acted as mentors for 12 elementary students. The class guided high school students interested in teaching to develop the necessary teaching skills by placing them in a mentor role.

Each pair was selected according to similar personalities, art interests, ability, and maturity levels. Summer art activities included five units in which each mentor, with the assistance of the art teacher, developed their individual teaching skills as they guided, counseled, and advised their partner. As a result, the elementary students developed more complex artistic and problem solving skills (Morrison & Smith, 1991).

This successful mentoring program had positive results for all student participants. A high level of excellence was

achieved by the participating elementary students. Classroom teachers also observed a higher level of confidence in all student-engaged activities (Morrison & Smith, 1991).

Planned Solution Strategy

Concerned administrators within the site school also made efforts to alleviate problem behaviors. Solutions implemented by the administration to improve interpersonal relations included issuing good "ticket-rewards" in the hallway, as well as within the classroom, for exemplary behavior and "Star student" awards for outstanding behavior in individual classrooms. All rewarded students were honored by having their name announced over the intercom system weekly. In addition, a school-wide program to alleviate problem behaviors culminated in self-esteem building skits that are presented at positive action assemblies. Other on-going behavioral incentive programs included esteemed membership in student council, selected safety patrols, cafeteria table washers, and physical education "super bucks" awards to be redeemed for token-prizes.

Significantly, a non-effective pattern developed concerning these incentives. The majority of the rewards were continually earned by the same group of conscientious students. Unfortunately, these programs seemed to have little or no effect on the remaining student population as their

negative behavior continues.

Yet another solution derived by the staff was the implementation of a school-wide discipline program. A committee comprised of staff members, was formed to alleviate negative student intentions. In an attempt to control the undesired behavior of students at the site school all teachers followed a prescribed one-year trial of a highly regimented discipline plan. To some degree it was successful, though a faction of students willfully ignored it.

The ineffectiveness of previously tried administrative solutions prompted this writer to create an innovative new program to address the needs of the nine behaviorally challenged and targeted fifth grade students. It is the writer's belief that should the deviant behavior be lessened, the emergence of positive self-esteem, better grades, and students achieving a higher level of positive interactions would result.

Based on the previous research examined by the writer for this practicum, several strategies were combined to ensure success. The writer employed the strategy researched by Battistich et al. (1990), who introduced a successful intervention program which utilized the development of peer relations and social adjustment in elementary school students. Measured results of his program yielded higher self-esteem as

well as better social adjustment than the comparison group.

Another strategy applied in this writer's practicum was researched and implemented by White-Hood (1993). This study implemented middle school participants as contrasted to the elementary students that will be used for this practicum. White-Hood (1993) stated negative student attitudes contributed to numerous out-of-school suspensions and office referrals. Thus, a mentoring program was instituted to provide a support structure for these students. Mentors for this successful program involved teachers and community members paired with targeted students.

The third research study utilized in the writer's practicum will be Cochran's (1993) cross-age peer tutoring program. Tutors were low-achieving African American males with behavior disorders. They were studied to determine if these males could effectively serve as tutors. In addition, effects on their academic performance because of their serving as tutors, were also studied. The tutors were taught how to deliver positive praise statements as well as reinforcement strategies. Findings from this study showed an increase in social skills, a decline in problem behavior, and an increase in academic competence (Cochran, 1993).

The fourth research strategy incorporated in the writer's practicum will be Morrison and Smith's (1991) summer art

mentor program. Although high school students mentored elementary students in an art setting, the process was similar. Results of the study included the observation of higher levels of confidence in all student-engaged activities and an increased sense of problem solving.

Based upon the four above research strategies, the writer designed an elementary school art mentorship practicum. This program engaged fifth grade students exhibiting inappropriate behavior which lead to numerous in-school office referrals. These behaviorally challenged students were placed in a mentor-role position. Selected mentors were paired with younger primary special education students.

These younger primary special education students ranged in age from five to eight years. Special education status was determined by the Intelligence Quotient (IQ) test administered by the school psychologist. These selected students' IQ scores ranged in the area of 40 to 60. This range qualified them for the educable mentally handicapped class at practicum site. Additionally, other impairments of this group included severe language deficiency and poor fine and gross motor coordination. These impairments required the daily services of the in-school speech therapist, as well as, the weekly services of the in-school occupational therapist, respectively.

The writer concluded from the above combination of

research methods and proven results, successful changes did occur at the site school. Also, integrating the arts into these behaviorally challenged students lives was a great motivator in making the difference between success and failure. By involving the behaviorally challenged students in an art setting, they were able to succeed, and feel worthwhile and productive. This, in turn, increased the students' self-esteem and unlocked the human spirit toward compassion and understanding rather than acting out violence and animosity.

In addition, the writer was also aware of varied forms of teacher feedback (Kakas, 1991) that were necessary for effective student interaction. The writer expected the emergence of positive behavior patterns in the art setting as well as in their regular classroom. This, in turn, reduced office referrals while increasing student learning time, thus yielding school-wide success.

CHAPTER III

Method

The implementation plan was presented in the form of an art mentorship program designed by the writer. Permission was obtained from the site administrator for the practicum to be implemented at site school. With the assistance of the site administrator, a list of student referrals of inappropriate behavior was generated. A random sample was then chosen thus constituting the target group. Upon selection of the nine fifth grade students to act as mentors, the writer then paired these students with a buddy from the primary special education department. This mentor/buddy team was randomly paired with no consideration as to race, gender, or personality.

In addition, all site school personnel was fully informed while the practicum was implemented, as it progressed, and was concluded. Student permission to participate letters, which included details of the art mentorship program, were sent via targeted students to respective parents and/or guardians (Appendix D, p. 68). Permission was secured and at that time, parents were given the opportunity to request that the data concerning their child be excluded in the final

practicum report. No parent exercised this option.

A preliminary meeting with the three participating fifth grade teachers was held to explain in detail the program scheduling of the nine chosen mentors. In addition, the objectives and goals of the art mentorship program were outlined. The teacher's responsibilities in completing the monthly observation checklist for the targeted students was also discussed (Appendix B, p. 61).

Prior to implementation, the writer held a meeting of the nine chosen mentors to discuss the goals of the program and their role as responsible leaders. Mentors were then informed of their responsibility in keeping a weekly log (Appendix E, p. 71). This log detailed not only the mentor's experiences with their paired buddy, but also included their own feelings toward the program as well. Details of the writer-originated contract which included a mentor commitment-to-participate was explained (Appendix F, p. 73). Acceptance of the contract agreement was signed by all selected mentors. The writer concluded the initial meeting by administering the pre student attitudinal survey (Appendix C, p. 64).

At this time, the writer designed two sets of folders for the tabulation of mentor data. The first set of folders contained a monthly observation checklist for documenting observed targeted student behaviors. These were given to the

participating fifth grade teachers to complete monthly. The second set of folders were utilized for student-mentor personal log entries as well as weekly reflections of their experiences with their buddies. These mentor log folders were maintained in the room where the practicum was held.

Introduction of mentors with buddies commenced during the first art session of the art mentorship program. At this time, both mentors and buddies engaged in a non-threatening, get-acquainted art activity. Upon completion of this and every class therafter, the mentors completed log entries in the art room before leaving.

The program continued with relatively simple, hands-on group art activities designed to acclimate both mentor and buddy toward cooperative endeavors. Various art materials including paper, glue, crayons, oil pastels, paint, and chalk were used throughout the 12-week program.

The weekly use of selected multicultural art prints served as focal points for discussion as well as inspiration. Each participant's appreciation of other cultures was stressed and developed. Mentors and buddies subsequently learned about other cultures and established the necessary dialog for self-expression. This dialog encouraged students to shed their individual inhibitions and to learn multi-ways of viewing the world around them. All related art projects were integrated

into the weekly use multicultural art prints.

It should be noted, prior to each art session, the writer addressed cooperative learning and leadership skills with mentors. In addition, mentors were afforded the opportunity to discuss any feelings and problems they were experiencing. The writer also met periodically with the participating fifth grade teachers to discuss newly shared ideas or any problems that may have surfaced in the interim.

Upon exit of the 12-week program, mentors met with the writer to discuss feelings and accomplishments they had experienced during the art mentorship program. The post-student attitudinal survey was administered at that time and all collected data were tabulated by the writer. The final session of the mentor/buddy team was an art celebration culminating the accomplishments of the art mentorship program.

Week One

Thirty minutes prior to the art mentorship session, the writer met with the nine targeted fifth grade mentors to restate expectations of their behavior and leadership roles. Specific characteristics and needs of the special education students were briefly addressed. Also discussed were the details of the selected art activity implemented at the first class session.

Mentors and buddies were then paired and subsequently engaged in a non-threatening get-acquainted art activity. Mentors and buddies interacted well with full acceptance of their new situation. However, high levels of stress were noted amongst the mentors themselves, in the form of extreme negative attitudes and inappropriate comments toward one other. Due to the above exhibited behavior, upon completion of session one, the writer restated the role, responsibility, and expected behavioral attitudes of each mentor. Prior to dismissal, nine mentor log entries were then completed.

Week Two

Art mentorship program continued with mentors and buddies. Multicultural art prints were introduced as part of the second art activity and served as inspiration and discussion points for the group. Mentors and buddies interacted well, with continued acceptance. However, the level of stress that was exhibited amongst mentors during week one, though still present, was somewhat decreased.

A higher level of participation ensued during week two, with eight of the nine mentors. The one exception was a single mentor who refused to participate. Both during and after the art session, the writer individually counseled the unresponsive mentor as to the nature of the refusal to participate. Mentor refused to accept counsel, acknowledge writer's presence, or

to complete log entry.

Upon conclusion of the second art mentorship session, eight mentor log entries were made. Thereafter, writer met with participating fifth grade teachers. At that time writer discussed the one mentor problem as well as classroom progress of the other eight.

Week Three

Art mentorship program continued with the nine mentors and buddies. Writer continued addressing cooperative learning and leadership skills with the mentors prior to each session. Creative learning discussion included personal mentor definitions of cooperation and harmony. It was evident that all mentors had their own concept of these words. These concepts were then applied to expected mentor behaviors during subsequent art sessions.

During week three, mentors and buddies interacted well with continued acceptance of one another. Unacceptable behavior continued to decrease amongst the eight mentors. However, the single uncooperative mentor persisted in displaying severely deviant and rude behavior toward all present. Mentor was again counseled by the writer in response to the negative behavior. Mentor once again refused to accept counsel, acknowledge writer's presence, or to complete log entry. Again, only eight mentor log entries were made.

Week Four

Art mentorship program continued with the nine mentors and buddies. Writer continued addressing cooperative learning and leadership skills with mentors prior to each session. Discussion of leadership skills included personal mentor definitions of what constitutes a good leader. Again, varied responses were noted by the writer. Positive praise skills were also encouraged in the mentor/leader role. These skills were encouraged to be directed toward their buddies.

Mentors and buddies continued to interact increasingly well with one another. However, the previously counseled mentor's negative attitude and behavior escalated to the determent of this writer's art mentorship program. Upon mutual consent, the uncooperative mentor was removed from the program.

With the removal of said mentor, writer discussed with the remaining mentors the arrangement for the displaced buddy. All eight mentors readily volunteered to accept the additional buddy on a shared basis. Upon the conclusion of the fourth session, mentor log entries were made.

Writer again met with participating fifth grade teachers this time to discuss the removed, uncooperative mentor and the addition of a replacement. A mutual decision was reached by the writer and the fifth grade teachers not to introduce a

new mentor to the already well-established program. Writer informed said teachers that the remaining eight mentors had in fact readily volunteered to share the responsibility for the displaced buddy. Writer distributed to the participating teachers, the first of three monthly observation checklists. These were used to monitor the remaining eight targeted students level of cooperation and interaction levels in their respective classrooms.

Week Five to 11

Art mentorship program continued with the remaining mentors and buddies. It should be noted, upon the exit of the above documented uncooperative mentor, a new level of positive interaction was achieved among the eight remaining mentors. Writer continued addressing cooperative learning and leadership skills with mentors prior to each session. Positive interactions including cooperation, effective student attitudes, and a sincere commitment toward both their buddies and fellow mentors was consistently displayed.

At week five, mentor enthusiasm was generated to a much greater level and remained so until the practicum conclusion. Mentor log entries were made weekly. For the remaining practicum, these positive interactions were most evident to all teacher assistants as well as the writer's site mentor.

At the closure of week eight, participating fifth grade

teachers completed the second monthly observation checklist of the targeted students. Increased levels of cooperation and positive interaction were noted on respective teacher checklists. At week eight, writer also met with participating teachers to discuss mentor progress.

Additionally, as this art mentorship program continued, fifth grade student body interest soared as mentors shared their experiences with their peers. The writer had numerous inquiries by many fifth grade students, all having expressed a desire to be included in a program of this type. A similar desire to have an ongoing program of this nature was also expressed by the writer's site mentor.

Week 12

Mentors and buddies attended the final art mentorship session. At this time, the writer addressed ongoing issues of cooperation and leadership skills. Each mentor was also given an opportunity to reflect upon what this art mentorship program meant to them. Also discussed, was what the newly found skills would mean to them in possessing a cooperative and positive attitude in the classroom as well as life.

As a culminating activity, the writer provided a celebration for the two groups in appreciation of their eager and cooperative participation in this practicum. The eight mentors unanimously requested to remain with their buddies in

the art mentorship program for the remainder of the school year. Upon completion of the concluding session, the writer distributed the post-attitudinal survey to the mentors. Final entries were made at that time.

In addition, participating fifth grade teachers completed the remaining monthly observation checklist. Thereafter, the writer met with said teacher to discuss practicum successes. To conclude the practicum, the writer collected and tabulated all data.

CHAPTER IV

Results

The major objective of this practicum was to enable the nine selected fifth grade targeted behaviorally challenged students to acquire self-management skills. These then provided the necessary tools that were utilized in the improvement of cooperative interaction with other students as well as with the administrative leaders within the site school. An art mentorship program was designed in order to achieve this goal. By pairing selected mentors in a leadership role with younger, primary special education students, the writer expected to affect positive behavioral changes in the targeted fifth grade population.

The chosen strategies included the following objectives for the nine targeted fifth grade students: 1) to increase positive verbal interaction, 2) to increase positive cooperative interaction, 3) to affect a decrease in office referrals, and 4) to increase positive statements within the school setting. Three evaluation instruments were employed by the writer to ascertain the above stated objectives.

The first objective, that of increasing positive verbal

interaction was measured by the use of the first evaluation instrument, an observation checklist. This teacher observation checklist contained 26 questions concerning specific classroom behavioral patterns as well as other pertinent information regarding the targeted students. Participating teachers recorded their observations monthly by circling the appropriate response. The four choices provided for this were always (A), frequently (F), seldom (S), or never (N).

The specifics of the checklist incorporated aspects of verbal communication and student interaction as well. Observed communication skills included the students' interruptive attitudes in speaking, being respectful, inattentive classroom behavior, and speaking and responding in a positive manner toward the teacher. Also taken into consideration was the interaction aspect of these students. These aspects included the students ability to work together in a non-argumentative manner, their respect for the rights of others, the ability to accept suggestions well, and their display of concern for others. Additionally, on the monthly observation checklist was the involved teachers observation of the targeted students negative attention demand.

The teacher observations were recorded during three evaluation periods, week four, eight, and 12 of the practicum. The writer then compared the results recorded by the fifth

grade participating classroom teachers. These results were used to indicate whether at least a 50% increase in positive verbal interactions within the respective classrooms was reached by the final evaluation.

Table 1

Table of Teacher Observations of Targeted Students for Verbal Communication Skills and Positive Student Interaction

Teacher Observed Behaviors	Week 4 A	F	S	N*	Week 8 A	F	S	N*	Week 12 A	F	S	N*
Students' interruptive attitudes in speaking	1	8	0	0	0	8	0	0	0	5	3	0
Being respectful	0	0	8	1	0	2	6	0	0	8	0	0
Inattentive behavior	0	9	0	0	0	7	1	0	0	6	2	0
Speaking/responding in positive manner toward teacher	0	0	8	1	0	2	6	0	0	8	0	0
Students' ability to work together in non-argumentative manner	0	0	8	1	0	2	6	0	0	8	0	0
Respect for rights of others	0	0	9	0	0	2	6	0	0	5	3	0
Ability to accept suggestions	0	0	9	0	0	2	6	0	0	8	0	0
Display of concern for concern	0	0	9	0	0	2	6	0	0	8	0	0
Negative attention demand	1	8	0	0	0	6	2	0	0	3	5	0

*Always / Frequently / Seldom / Never

Specifically, four weeks into the practicum, as recorded on the checklist by these teachers, the targeted students seldom

(S) or never (N) displayed positive verbal interactions in their classrooms. It should be noted at the four week interval, a single mentor persisted in displaying uncooperative, severely defiant and rude behavior toward others in the practicum setting. Despite repeated counseling, the mentors negative behavior escalated to the determent of targeted group dynamics.

Upon mutual consent, the uncooperative mentor was removed from the program. Consequently, no further teacher observation on this mentor was made or recorded. The writer consulted with participating fifth grade teachers to discuss the ramification of this action. Upon mutual consensus of the participating teachers and the writer, it was agreed that the introduction of a new mentor at this time (week five) would affect the existing group dynamics. It was determined the program would function more cohesively with the eight remaining mentors.

With the remaining mentors, the writer compared the three monthly observation checklists at week 12. This comparison was used to indicate whether the first objective had been met. A moderate increase was noted in the eight targeted students positive verbal interactions on the final teacher observation checklist. It was the writer's conclusion that the goal of this outcome objective was achieved.

The second objective, that of increasing positive cooperative interaction, was also measured on the above 26 question classroom teacher monthly observation checklist. The specific aspects of the checklist that were considered within the framework of positive cooperative interaction included, the students ability to respect the ideas of others, the display of concern for classmates, and the respect shown for the classroom teacher. Other aspects observed and recorded by the involved teachers were the students ability to use acceptable classroom language, the students ability to share materials willingly, and the students level of confidence displayed.

Participating classroom teacher observations were again recorded during three evaluation periods, week four, eight, and twelve, of the practicum. The writer again compared the results. These results were used to indicate whether at least a 50% increase in cooperative interactions within the targeted students respective classrooms was reached by the final evaluation.

Specifically, four weeks into the practicum, as recorded on the above noted checklists by the participating teachers, the targeted students seldom (S) or never (N) displayed positive cooperative interaction. These results were determined by using the identical method of tallied comparison as previously

used by the writer in objective one, above. It should be noted once again, the one uncooperative mentor was removed from the program at week four and no further observations were recorded.

Table 2

Table of Teacher Observation of Targeted Students for Positive Cooperative Interaction

Teacher Observed Behaviors	Week 4				Week 8				Week 12			
	A	F	S	N*	A	F	S	N*	A	F	S	N*
Students' ability to respect the rights of others	0	0	8	1	0	2	6	0	0	6	2	0
The display of concern for classmates	0	1	8	0	0	4	4	0	0	7	1	0
Respect shown for classroom teacher	0	1	8	0	0	4	4	0	0	7	1	0
Students' ability to use acceptable classroom language	0	8	1	0	0	8	0	0	0	8	0	0
Students' ability to share materials willingly	0	2	7	0	0	5	3	0	0	7	1	0
Students' level of lack of confidence displayed	1	8	0	0	0	6	2	0	0	5	3	0

*Always / Frequently / Seldom / Never

With the eight remaining mentors, the writer compared the three observation checklists, at week 12. This checklist was used to determine whether the second objective been met. The writer specifically identified that a marked increase of

positive cooperative interaction had in fact occurred at week 12. Upon this occurrence, it was the writer's conclusion that the second objective had been clearly achieved.

The third objective, that of affecting a decrease in targeted student office referrals, utilized the second evaluation instrument, student discipline office records. The discipline records of the targeted fifth grade students were compiled and evaluated to determine whether the third objective had been met. The goal of the objective was to affect at least a 50% decrease in targeted student office referrals. Prior to the implementation of the art mentorship program, the writer tallied 13 referrals in a given 12 week period for the 9 targeted fifth grade students. Upon the conclusion of the practicum, the writer tallied one referral for the entire 12 week implementation period.

Table 3

Comparison of Pre and Post Student Discipline Office Records

The given 12-week period	No. of office referrals	No. of referred students	Percent
Pre-implementation 1993-1994.	13	9	100%
Post-implementation 1994-1995.	1	1	8%

The success of this objective was met with an impressive 92% reduction in student office referrals of the targeted fifth grade students. This reduction represented the improved status of the eight remaining mentors involved in this practicum.

The fourth and final objective, that of increasing positive statements in the targeted students was measured by the third evaluation instrument, a student attitudinal survey. This survey was administered by the writer to the targeted students at the inception of the art mentorship practicum and once again upon its conclusion. A yes/no response from the students was recorded on the writer designed 40 question pre and post student attitudinal survey. This evaluation instrument was used to determine whether newly developed skills, achieved through the art mentorship practicum, were beneficial. An improvement of at least 50% of the targeted students' self-esteem and socialization skills was desired.

The student attitudinal survey facilitated comparison of the same students, prior to program implementation and reevaluation after intervention had been completed. Results of the pre attitudinal survey indicated a 35% positive student response to the 40 item survey. Following intervention of the art mentorship program, the writer once again tallied the results. The post attitudinal survey resulted in a 90% positive

student response to the survey.

Table 4

Comparison of Pre and Post Student Attitudinal Survey

	No. of self-esteem statements	No. of students surveyed	Positive statements	Percentages
Pre-test.	40	9	14	35%
Post-test.	40	8	36	90%

Specifically, all eight targeted students responded positively to all but four of the survey items. A comparison of the student attitudinal pre and post survey showed a 60% increase of targeted students' self-esteem and socialization skills. The writer's goal for the final objective was successfully met.

An additional means to gain knowledge of the success of the practicum, was the writer's perusal of the weekly mentor log entries. These six question log entries, were recorded at the conclusion of each of the 12 art sessions and articulated targeted students feelings and perceptions about themselves and their buddies. Some of the student log comments expressed the practicum having provided the new feeling of importance and usefulness. Also expressed was the complete

enjoyment of the mentorship role and it having provided a vehicle for them to help younger students learn new skills.

This practicum addressed the unique needs of eight behaviorally challenged students. Additionally, the writer felt this program was housed in an environment in which these students could relate. Equally important, the program was conducted in a manner that was non-threatening, as well. The expectations of this writer were more than realized through the accomplishments of the four stated objectives and ultimately the practicum goal in reaching this special group of students.

Chapter V

Recommendations

To address the unique needs of behaviorally challenged students, the writer embarked upon an innovative art mentorship program. This program was designed for the behavioral intervention of targeted fifth grade students as creative methods for behavioral intervention were nonexistent at writer's school prior to this practicum. The writer's practicum clearly proved to have been a success in relation to its goal. The mentors likewise achieved success. They concluded not only had they learned new skills, but felt confident enough to share those skills with their peers.

To ensure continuing success in the area of positive interaction within site school, the writer prepared and sent a special informative letter to the parents of all students involved in the art mentorship program. This letter detailed the extent of the 12 week art mentorship program in which their child was involved. In addition, the writer also urged each parent to encourage and aid their child in continuing to apply the newly learned skills of cooperation, respect, and leadership.

At site school, the writer has disseminated the intent of this practicum and its results with the school administrators, classroom and special education teachers, as well as all support personnel. Future plans are also being made by the writer to further integrate the art mentorship program with the inclusion of additional grade level within the site school. Ultimately, the goal of the writer is to increase positive verbal and cooperative interaction among all site school students and to build an inherent respect for all authority figures.

In conferring with off-site administrators, art educators, and parents as well, the writer has been informed that the problem of behaviorally challenged students is not unique to the writer's site school. The writer feels an art mentorship practicum of this caliber can be easily disseminated and replicated county-wide. The results gained by the writer from this practicum could easily become an exemplary and helpful plan for other art educators as well, for use within their schools.

To accomplish further dissemination, it is the writer's plan to present an overview of the art mentorship program at the upcoming, fall art educator's county seminar. By so doing this presentation, it is the writer's vision that other art educators as well, will seek this program as a way to affect a

change in behaviorally challenged students within their school. At the time of presentation, pertinent information concerning this practicum will be made available to all interested persons.

Additionally, an article will be submitted by the writer to selected art journals on the subject of the implementation of an art mentorship program as it relates to successful student behavioral intervention. Furthermore, copies of this article will be submitted for the perusal of the local juvenile behavioral residential treatment centers as well as the county juvenile service center. It is the writer's desire by their examination of this article, that an innovative insight into an alternative treatment for behaviorally challenged youth will be implemented within their site.

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Appendix A

Teacher Needs Assessment Survey

NEEDS ASSESSMENT SURVEY

TO: ALL 5TH GRADE TEACHERS

FROM: DAWN M. RHYAN

DATE: SEPTEMBER 6, 1994

RE: THE IMPLEMENTATION OF AN ART MENTORSHIP PROGRAM THAT WOULD UTILIZE BEHAVIORALLY CHALLENGED STUDENTS FROM YOUR CLASSROOM AS MENTORS FOR YOUNGER CHILDREN. NINE STUDENTS WILL BE SELECTED FROM 5TH GRADE CLASSROOMS INCLUSIVELY. ONLY THREE OR FOUR WILL PARTICIPATE FROM EACH CLASSROOM.

Please aid in this endeavor by completing this survey and returning it to my box by **September 28,1994**. Thank you very much for your input.

NEEDS ASSESSMENT SURVEY Page 2 of 3

1) From the behaviors below, please rank the three most disruptive forces in your classroom in which learning is prevented.

_____ violence/fighting
_____ apathetic attitudes
_____ withdrawn attitudes
_____ verbal outbursts/swearing
_____ threatening/bully behavior
_____ theft
_____ opposition to authority
_____ refusal to work
_____ works quickly, then disrupts other children

2) Of the three above checked behaviors, how many children exhibit these in your classroom?

#1_____children
#2_____children
#3_____children

3) Would you be willing to participate in a program to change deviant behaviors? yes no

4) Would you be willing to work with me in scheduling a time when possibly three or four of your children will be attending a 40 minute incentive art program once a week? yes no

5) Would you be willing to maintain a simple monthly checklist behavior log on participating children? yes no

6) Please list all behaviorally challenged children that could be considered for the incentive art program below.

Thank you again for your input. Dawn

NEEDS ASSESSMENT SURVEY

1. How do deviant behaviors affect you as the classroom teacher?

2. How do deviant behaviors affect other students in your classroom?

3. How do deviant behaviors affect the deviant students themselves?

4. How do deviant behaviors affect the overall school climate?

5. How do the frequency of deviant behaviors affect the administration?

Appendix B

Teacher Monthly Observation Checklist

Monthly Observation Checklist of Targeted Students

Please complete at the end of each month.

Please circle **A**lways, **F**requently, **S**eldom, or **N**ever as the appropriate response.

COMMUNICATION

Do the children communicate effectively with one another?..... **A F S N**

Do they interrupt each other?..... **A F S N**

Do they respect the opinions of others?..... **A F S N**

Are they inattentive?..... **A F S N**

Do they speak in a positive manner toward teachers?..... **A F S N**

INTERACTION

Do the children work together without arguing?..... **A F S N**

Do they respect the rights of others?..... **A F S N**

Do they take suggestions from others well?.... **A F S N**

Are they concerned about each others feelings? ..... **A F S N**

Do they seek negative attention from others?... **A F S N**

Are they well liked by their peers?..... **A F S N**

Do they engage in positive interaction?..... **A F S N**

Monthly Observation Checklist **Page 2 of 2**

COOPERATION

Are all members in the group respected for their ideas?.....A F S N

Do they show concern for each other?.....A F S N

Do they respect the teachers at this school?....A F S N

CONFLICT RESOLUTION

Do the children argue with each other?.....A F S N

Do the children argue with you?.....A F S N

Do they use acceptable classroom language when working together?.....A F S N

Do they share materials willingly?.....A F S N

Do they show a lack of interest in school?.....A F S N

Are they easily discouraged?.....A F S N

Are they absent a lot?.....A F S N

Do they complete assigned work?.....A F S N

Do they lack confidence in their abilities?.....A F S N

Do they try hard to improve?.....A F S N

Do they adapt and function in new situations?...A F S N

Comments:

Thank you very much for your cooperation.

Appendix C

Student Attitudinal Survey

STUDENT ATTITUDINAL SURVEY

Directions: Please answer **YES** or **NO** to the following statements/questions. Circle your choice. **Do not write your name.**

YES NO 1. I care about the children in my class.

YES NO 2. The children in my class like me.

YES NO 3. I think I am always right.

YES NO 4. I like myself.

YES NO 5. Everyone likes me.

YES NO 6. I look forward to going to school.

YES NO 7. I like to fight with other kids.

YES NO 8. I am always happy.

YES NO 9. I work well with others in my group.

YES NO 10. I like school.

YES NO 11. I think school is a happy place.

YES NO 12. I pick on other kids.

YES NO 13. I have a hard time getting along with others.

YES NO 14. I wish I didn't have to go to school.

YES NO 15. Sometime I call other kids bad names.

Page 2 of 3 STUDENT ATTITUDINAL SURVEY

YES NO 16. Other kids pick on me.

YES NO 17. When I make a mistake, I can get help.

YES NO 18. I respect the other children in my class.

YES NO 19. I respect the teachers at this school.

YES NO 20. School is boring.

YES NO 21. I care about school.

YES NO 22. I like to tease other kids.

YES NO 23. I am kind to other kids.

YES NO 24. I like it when others help me.

YES NO 25. Sometime I am angry.

YES NO 26. My teacher really cares about me.

YES NO 27. I am helpful to other kids.

YES NO 28. I like to watch other kids fight.

YES NO 29. I behave in school.

YES NO 30. I have the ability to be anything I want to be.

YES NO 31. When I do something wrong, I admit it.

YES NO 32. I like to study.

Page 3 of 3 STUDENT ATTITUDINAL SURVEY

YES NO 33. I sometimes do not tell the truth.

YES NO 34. I like to learn new things.

YES NO 35. I care about the other children in my class.

YES NO 36. I like to work alone.

YES NO 37. The teachers are nice/kind to me.

YES NO 38. I do my homework.

YES NO 39. I cooperate with all of my teachers.

YES NO 40. I listen to what my teachers tell me.

Appendix D

Parent/Guardian Information Letter

Dear Parent/Guardian;

_____has been selected to participate in a special project conducted by Mrs. D. Rhyan, the 74th Street Elementary School Art teacher.

The goals of this project:
1) to improve your child's self-esteem.
2) to improve your child's self-confidence.

The role of your child in this project:
1) He/she will have a primary special education student paired to work with them for 12 weeks. Their responsibility will be to help teach this child specific art skills.

Your child's responsibilities will include:
1) Attending another art class 40 minutes once a week.
2) Attending a study group if needed for any missed classroom work.
3) Keeping a journal of how they helped their student learn the specified task and express what they learned from the experience.
4) Modeling positive behavior.

Any assistance you could lend me would be greatly appreciated.

Sincerely,

Mrs. D. Rhyan - art teacher

- - - -

Dear Parent/Guardian;

As part of the requirements necessary to complete my Master of Science degree, I have designed a one-on-one peer teaching project to improve each student's self-esteem and self confidence. Your child has the opportunity to be involved in a unique learning experience by participating with me in this project.

Each peer student involved in this project will be paired with a primary special education student. This one-to-one relationship will build self-confidence in your child. By modeling positive behavior in this leadership role, self-esteem will emerge.

Students will keep a weekly journal of their personal experiences with their paired "buddy". Entries will include how they helped their "buddy" with a specified task as well as what they learned from the experience.

The peer teaching project will last for twelve weeks, after which the results of the project may be published. However, all participants of this project will remain anonymous in any published form. My project is designed to improve over-all self-esteem and self-confidence of the participating students specifically at 74th Street Elementary School. All results will be used for my information only.

I am really excited about this unique project and look forward to working with your child!

Sincerely,

Mrs. D. Rhyan - Art Teacher

Appendix E

Mentor Log Form

STUDENT ENTRY FORM

1. What one thing did you enjoy today?

2. What did you teach your buddy to do?

3. How did you teach your buddy the lesson?

4. What would you do differently with you buddy next time?

5. After this class how did you feel?

6. Any comments?

Appendix F

Mentor Contract of Commitment

STUDENT CONTRACT OF COMMITMENT

I, _____ agree to participate in this project. I understand that it is to be administered over a 12-week period. I will be expected to participate in all of the activities that are offered by this project.

I further agree to maintain self-control, be courteous, cooperative, and respectful during these weekly activities. Additionally, I understand that in order for this program to be successful, I am expected to be in attendance.

_____ _____

Student Signature date